Strand: Geometry **Grade:** 4
School: Kingswood Drive

Lesson Goal	- To see how students are using/understanding academic language in Geometry
Curriculum Expectations	- Identify and compare different types of quadrilaterals and sort and classify them by their geometric properties - Identify benchmark angles using a reference tool and compare other angles to these benchmarks
Big Idea(s)	- Geometric properties - Shapes of different dimensions and their properties can be described mathematically

3 Part Lesson Plan	**Materials**
Getting Started (Minds On…)	
Instructional Grouping: whole class - Students play "Who Am I?" – students have a picture of a polygon taped to their backs and try to guess what the polygon is. They walk around the room and have the option of either asking another student a yes/no question or asking another student for a clue. They can only ask one question per student and students are reminded not to give away too much information when providing a clue	- Pictures of various polygons cut out onto small pieces of paper - tape
Working On It (Action!)	
Instructional Grouping: pairs - on newsprint, students work in pairs to draw as many shapes as they can that meet the following criteria from side one of their tent cards: "How many four-sided polygons can you make that have either one right angle or no right angles?" Alternatively, criteria can be placed on the lcd screen - After about 10 – 15 minutes, students are paused and asked to follow the instructions on side two of their tent cards: "Choose one of your polygons. On a separate sheet of paper, describe your shape using lots and lots of math words" Students are still working in pairs.	- tent cards - newsprint - markers - rulers - student made angle benchmark tools
Reflecting and Connecting (Consolidate/Debrief)	
Debrief Strategy: Bansho - as students present their shapes and describe the geometric properties they listed, the teacher makes annotations on their work and leads students toward using proper math vocabulary. The teacher also elicits from students problems they encountered when trying to construct their shapes.	
Follow-up	
None given	